DOCUMENT RESUME

ED 374 702 HE 027 704

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TITLE	Becoming a Multicultural Organization: A Pilot Study of Colleges of Education in the Major Research Universities.
INSTITUTION	Holmes Group, Inc., East Lansing, MI.
SPONS AGENCY	Ford Foundation, New York, N.Y.
PUB DATE	8 Apr 94
NOTE	47p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
PUB TYPE	Reports - Research/Technical (143) -- Speeches/Conference Papers (150)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Cultural Pluralism; *Diversity (Institutional); Higher Education; Multicultural Education; Recruitment; *Research Universities; *School Demography; School Holding Power; School Policy; *Schools of Education; *Self Evaluation (Groups)
IDENTIFIERS	Holmes Group

ABSTRACT

This pilot study explored the efficacy of a concept of multicultural organization and of a survey self-study guide designed for colleges of education in research institutions. The survey study guide was distributed to Holmes group board members who are generally deans of colleges of education at the 27 institutions targeted. Sixteen surveys were returned. Analysis showed that most institutions were not very diverse and that only five of the respondents' schools, colleges, or departments of education came close to mirroring the racial and ethnic makeup of the geographical region they served and two of those serve regions that are more than 90 percent white. The institutions whose demographics were least diverse were more likely to have adopted policy statements that signal their intention to become more diverse. Respondents whose school/program demographics were most diverse tended to pay more attention to multicultural issues and activities in their faculty's efforts in research, teaching, and service. The data supported one theory of the stages of development toward becoming a multicultural organization finding that institutions have attended to recruitment, retention, and multiculturalism in core activities in that order. Data also show a relation between diversity of the people in the institution and multiculturalism in core activities. Overall, feedback from respondents indicated that the study guide will be helpful with a few refinements. (Contains 12 references.) (JB)

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BECOMING A MULTICULTURAL ORGANIZATION: A PILOT STUDY OF COLLEGES OF EDUCATION IN THE MAJOR RESEARCH UNIVERSITIES

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Paper presented at the Annual Meeting of the
American Educational Research Association
Division J
New Orleans, Louisiana
April 8, 1994

Partial support for this research was provided by a grant from
The Ford Foundation to The Holmes Group.

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All of education in the United States faces a severe problem: the cadre of professional educators is increasingly Anglo-white, while the student population at all levels is increasingly culturally and racially diverse (see, for example, Blankenship et al, 1992; Choy, et. al. 1993, p. v; Green, 1989).

In response to this problem, The Holmes Group, a national consortium of universities working toward teacher education reform, adopted a goal in 1990 to "infuse the pursuit of equity and cultural diversity into all aspects of The Holmes Group (educational change) agenda, including Professional Development Schools, research and development..., and the professional studies curriculum" (Holmes Group, 1990, p. 4). As part of its strategy to implement this goal the Holmes consortium, with funding from The Ford Foundation, appointed an advisory group, called the Equity Critique and Review (ECR) Panel. Included in the panel's charge were mandates to:

> develop and recommend indicators of progress toward equity by which (Holmes Group) institutions' efforts will be measured; (and) devise a set of questions which Institutional Representatives in the Holmes Group can use as a template for their development activities at their home institutions (Holmes Group, 1991).

The research reported in this paper was commissioned to carry out these mandates.

THEORETICAL FRAMEWORK

We began by thinking about what an organization infused with equity and cultural diversity would look like. This line of thought led to the development of a framework for conceptualizing the path toward becoming a multicultural organization. We then used the framework to construct a survey

study guide for use by schools, colleges, or departments of education (SCDEs) interested in evaluating the extent to which they have achieved equity in faculty appointments, student enrollment, retention, and completion; research and development; and in their professional studies programs. The ideal state of equity is being a multicultural organization.

We defined a multicultural organization as one that has examined its values, norms, operating procedures, and underlying basic assumptions, and has adapted them to enable all of its members to reach their full performance potential. Equity and diversity have become both central to the mission and work of the organization and pervasive throughout its divisions and activities. It is strongly evident that equity and diversity goals are highly valued and celebrated when achieved. Overt racism, sexism, and classism are faced squarely, but so are the more subtle secondary effects of the way institutions have traditionally been organized and operating. Finally, because of the deep commitment to equity and diversity goals, the organization works hard toward achieving them, even in times of scarce resources and political adversity.

In seeking to become a multicultural organization, a SCDE seeks to serve as a model of cultural diversity and equity. The demographics of the students, faculty, and staff reflect the commitment to equity and diversity, as do the core activities--teaching, curriculum, research, and service.

Stages in becoming a multicultural organization

It may be useful to think of becoming a multicultural organization as progressing through a series of stages. The following framework is a modification of Richardson's (1989; Richardson and Skinner, 1991) and Thomas'(1991) conceptualizations.

Stage one: **No Organized, Systematic Activity**

Stage two: **Affirmative Action/Reactive:** emphasizing recruitment. The organization makes an effort to recruit more diverse members. The expectation is that minorities[1] will fit into the organization.

Stage three: **Assimilation/Strategic:** emphasizing helping minorities adapt to the university, primarily through add-ons, not changes to the way the organization really operates.

Stage four: **Multicultural/Mutually Adaptive:** transforming the organization into one that goes beyond acceptance, tolerance, and understanding to really valuing and celebrating diversity, equity, and multiculturalism.

STUDY DESIGN

The research questions guiding this study were:

1. To what extent are education colleges in research institutions undertaking programs and activities that will move them toward becoming multicultural organizations?
2. Do these programs and activities cluster in such a way as to support the "stages" theory of multicultural organizations?
3. Can this survey instrument be useful for planning steps toward becoming a multicultural organization?

The purposes of the project included both designing an instrument that would be useful to the Holmes members in studying and planning for their own equity and diversity, and collecting benchmark data against which progress toward achieving equity and diversity might be measured.

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This paper is the report of a pilot study we conducted to determine the efficacy of both the concept of multicultural organization and of the survey study guide that we developed.

The Instrument

The instrument was designed around three goals endorsed by the Holmes Group ECR Panel:

1. Recruit into and retain more persons of color[2] in the teaching profession.
2. Develop a more diverse and culturally aware faculty and staff.
3. Transform the core activities of curriculum and teaching, research, and service from monocultural to multicultural.

The items on the survey study guide were grouped into several categories:

1. Composition of the Student Body. The numbers of students enrolled and the numbers of students completing educational preparation programs[3] were collected by race, ethnicity, and gender.
2. Composition of the Population in the Service Area. We asked for percentage breakdowns by race/ethnicity of the population of the city, state, or region that the institution considers its primary service area. The ideal standard set by the ECR Panel was that the composition of the student body and of the completers of programs would be similar to the composition of the population in the service area.
3. Composition of the Faculty. The numbers of full- and part-time faculty[4] were collected by race and by gender. We also asked for the average years of tenure of faculty of color. The ideal standard set by the ECR Panel was that the racial and ethnic group make-up of the faculty and

staff of the professional education unit would be equal or similar to the racial and ethnic group make-up of the population of the service area associated with the unit.

4. Student and Faculty Recruitment Strategies. After a review of the literature (see Edlefson and Wagstaff, 1993), we constructed items that measured the extent to which respondents were pursuing strategies that would lead to a more diverse student body and faculty.

5. Student and Faculty Retention Strategies. These items were constructed to measure the extent to which respondents used strategies which were cited in the literature and that our own experience indicated might be used to keep minorities from leaving the institution.

6. Core Activities. With the literature as a guide, we asked questions designed to measure multicultural commitment in teaching, research and service activities. Evidence of such commitment in the core activities of the SCDE would be expected in an organization that is striving to become multicultural.

7. Organizational Issues. We asked who in the organization was responsible for achieving multicultural objectives, as well as about funding and about policies on such issues as diversity of the faculty.

The Sample

The 16-page survey study guide, together with a background paper that summarized the literature (Edlefson and Wagstaff, 1993), was distributed to Holmes board members in August 1993. In general, Holmes board members are the deans of education in their institutions. Because the guide was used for self-study and planning by faculty, staff and other groups at the board members' institutions, data collection was not completed until January 1994.

Sixteen of 27 institutions returned their surveys. The sample was not random; it represented the SCDEs of the leadership of The Holmes Group, and the respondents were probably those who were most interested in the equity and diversity agenda. However, the respondents represent about 17 percent of all the members of The Holmes Group. There are 96 U.S. institutions of higher education who are members of The Holmes Group. Most are Research I or II institutions in the Carnegie classification system, and nearly all of the others are Doctorate-Granting I and II institutions. Ten of the 16 SCDEs in our sample are in Carnegie Research I or II institutions.

The 16 respondent SCDEs are located in 14 different states, from New York to California. The largest SCDE in the sample had 5,322 students; the smallest had 91. Nine had between 1,000 and 3,000 students. They were located in institutions whose enrollments ranged from 7,580 to 49,253 students. Seven of the respondent SCDEs were located in universities of between 10,000 and 20,000 students; 6 were in universities of between 20,001 and 40,000. Thus education schools in a range of sizes and settings were represented.

DATA ANALYSIS

There were two phases of data analysis. First, the data were organized into tables to display simple frequencies and other descriptive statistics. Second, the responses to the items about organizational practices, recruitment, retention, teaching, research, and service were combined into indices or scores. The scores were analyzed for patterns of relationships to each other and to such outcomes as persons of color as percent of enrollment, graduation rates, and tenure of faculty of color. Finally, the scores were

examined to determine how well they fit the stages theory of multicultural organizational development.

FINDINGS

Composition of the Faculty, the Student Body, and Program Completers

In Table 1 it can be seen that few of the respondent SCDEs came close to meeting the ideal standard that the racial and ethnic group make-up of the student body, program completers, and faculty be equal or similar to the racial and ethnic group make-up of the population of the state or region that the unit serves.[5] In 5 SCDEs (F, J, M, O, and P) the percent white enrollment was within 6 percentage points of the percent white of the region. Two of the 5 (F and P) serve regions that are more than 90 percent white. In the same 5 SCDEs the percent white of completers was within 7 percentage points of the percent white of the region. In SCDEs F, H, J, M and P, the percent white of the faculty was within 7 percentage points of the percent white of the region. In SCDEs K and O, the percent of the faculty that was white was much lower than the percent white of the region's population.

But these were the exceptions. Generally, the percent white of enrollment was higher than the percent white of the population in the region, and the percent white of completers was higher than the percent white of enrollment. Faculty appointed full time in education were a higher percentage white than both students and completers in more than half of the SCDEs.

Combined enrollment data from all the respondent SCDEs, broken down by gender and race/ethnicity, are presented in Table 2. It can be seen that 63.4 percent of all students are white females, not uncommon in education schools (see, for example, AACTE, 1990, 1991).

Table 3 is used to show that 88.5 percent of the faculty in the respondent SCDEs were white, and a total of 118 faculty of color are working full-time in these 16 SCDEs. Respondents were asked for the average years of tenure of their faculty of color; the median answer was 8.8 years.

As seen in Table 4, respondent SCDE program completers are slightly more likely to be white than people who earned bachelor's and master's degrees across all of higher education, and also when compared with people earning doctorates in education across the country (Carter & Wilson, 1992, pp. 53-54, 65). Of all program completers in the respondent SCDEs in 1992, 66.4 percent were white females.

Student Recruitment and Retention Strategies

All but two of the respondent SCDEs had organized programs of recruitment targeted toward various groups that were under-represented among their students. The 2 SCDEs that had no special recruitment programs had the most diverse student enrollments among the respondents. Fifteen of the 16 respondent SCDEs target African Americans for recruitment as potential students. Nine SCDEs target Latinos or Hispanics, and 8 target Native American/Alaskan Natives. Eight also target persons with disabilities; 6 target men in non-traditional fields and 5 target women in non-traditional fields for recruitment. Three target Asians for student recruitment.

The frequencies for a number of student recruitment and retention strategies used by respondent SCDEs are reported in Table 5. Most use campus visits and linkages with various community agencies as means of recruitment. A few target persons making mid-career changes.

We asked what kinds of data were collected and monitored. All but one of the respondent SCDEs keep data on targeted student enrollment patterns

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(although not all were able to provide them to us); a few also monitor targeted students' opinions on campus climate. Most respondent SCDEs use data for planning and budgeting; fewer use them for adjusting student services or programs.

Faculty Recruitment and Retention Strategies

All but one respondent SCDE reported that they have organized recruitment programs to make the racial and ethnic composition of their faculties more like the population of the service area, or otherwise more diverse. Questions about usage of various faculty search procedures asked respondents to answer on a scale of 1 to 5 with 1 being "never" and 5 being "always" (see Table 6). All the respondent SCDEs say they always or nearly always view each search as an opportunity to improve the diversity of the faculty. A wider range of responses was obtained for other suggested strategies. Most of the respondent SCDEs support new faculty from targeted groups with research funds, reduced teaching loads, and mentoring, as can be seen in Table 7.

Core Activities

The standard endorsed by the ECR Panel for the core activities of an education school was that the majority of the faculty would be working toward equity and diversity in their teaching, research, and service, and that the completers of the SCDE's programs would be effective educators in a multicultural society.

Curriculum. Respondent SCDEs tend either to require multicultural and/or bilingual education courses, or else not collect data about who is taking such courses. Seven of the 16 could provide no data about whether students take multicultural courses; ten could provide no data about bilingual

courses. Only five of the respondent SCDEs said they assign students to multicultural cohort groups as they pursue their programs, and only five said they require students to demonstrate their knowledge about and attitudes toward equity and diversity by means of a performance-based assessment.

Teaching. The data suggest that more could be done to help faculty incorporate multicultural perspectives into their teaching, improve their ability to teach in a pluralistic environment, teach and do research in multicultural teams, and develop non-biased forms of student assessment. Most respondent SCDEs rated their activities in these areas as "not very effective."

Research and Service. Most respondent SCDEs do not monitor data on multicultural service and research activities. However, the total dollar amount of externally funded equity and diversity projects in seven SCDEs that were able to report such data was $10.9 million.

Organization

Budget. Nine respondent SCDEs reported no specific funds earmarked for achievement of multicultural goals; four SCDEs reported budgets of $100,000 or more, one of which has nearly a million dollars for these purposes. There was also a wide range of answers about whether or not financial aid was available for targeted students. A total of 7,972 students from targeted populations at 11 SCDEs were reported as receiving financial aid.

Responsibility. We asked for the titles of persons responsible for targeted students' recruitment, selection, retention, and successful completion. Most respondents named three or four position titles. A number of patterns were reported. Four respondents specifically named the dean of the college as at least sharing this responsibility. Nine respondents named

assistant or associate dean as one title of a person with responsibility. Six respondents said that assistant/associate deans or other dean's staff carried all the responsibility.

Policies. In response to survey items, most of the respondents enclosed copies of policies, some of which we judged to be exemplary. We received five exemplary policies on faculty diversity and two on staffing Professional Development Schools. We received six exemplary mission statements expressing strong commitment to multiculturalism.

Construction of Indices

Indices or scores were constructed from responses to the survey items so that we could compare respondent SCDEs as to both their efforts to achieve equity and diversity, and the effectiveness of those efforts. Items were grouped and the answers were coded and then added together to produce the scores. A list of the scores and their components are displayed in Exhibit 1.

Table 8 shows the total scores in each of the areas--recruitment, retention, core activities, and budget/organization--for each respondent SCDE.

Correlations

Because of the small number of respondents in our sample and because many of the items in the survey study guide yielded ordinal level data, we used Spearman rank order correlations to reveal patterns among the scores and between the scores and the student and faculty composition variables. Those Spearman correlations that were statistically significant are presented in Table 9.

Recruitment and Retention. As illustrated in Table 9, respondent SCDEs that had high recruitment strategy scores also tended to have high retention

strategy scores. However, high core activity scores were not correlated with recruitment or retention scores.

Organizational Support. The correlations in Table 9 suggest that the factors measured in the Combined Budget-Organization Score may support retention activities. For example, additional resources and support from deans and provosts are likely to enhance such activities.

Students and Faculty of Color. It is not surprising that the number of students of color and the number of faculty of color are strongly correlated. However, it is somewhat surprising that the number of students of color is negatively correlated with completion rate of students of color. (Completion rate was computed by dividing the number of program completers of color by the number of students of color enrolled.) It would seem that a "critical mass" of students of color would improve the chances of program completion.

One of the reasons for this finding may be that our enrollment data may not be comparable to our completer data. For example, it could be that students who are taking continuing education courses but not pursuing degrees or certification are included in the enrollment data. Another problem may be that we are comparing enrollment with completers at one point in time. The more accepted way of studying graduation rates is to compare completers or graduates with the cohort entering the program at its beginning, for example four years earlier in the case of a bachelor's degree program (see, Richardson and Skinner, 1991, p.36-40).

The most serious problem with the completion rate statistic is that the data submitted by the various SCDEs are not very comparable to each other. For example, one SCDE submitted data from only their one-year graduate-level teacher preparation program, which has limited enrollment and is

racially/ethnically diverse by design. Other SCDEs included all their graduate and undergraduate programs. A SCDE with a very large undergraduate program with many students of color enrolled might have an artificially low graduation rate for students of color, compared to a SCDE with a small, one-year master's level program, for example. For all these reasons, the negative correlation between the number of students of color enrolled and the completion rate for persons of color is suspect.

The number of completers who were persons of color was positively correlated with the number of faculty of color (.6743) and negatively correlated with the percent of the faculty that was white (-.5311). However these correlations were not statistically significant.

Activities and Outcomes. There were some Spearman correlations of .5 or larger between activities and outcomes, however none of them were statistically significant. For example, the ratio of white enrollment to white population of the geographic region was negatively correlated with the Total Core Activities Score (-.6497). That is, the respondent SCDEs with enrollments that were more diverse than the population of their geographic region tended to have higher core activity scores. Respondent SCDEs with enrollments that were a higher percent white than the population of the geographic region tended to have lower core activity scores.

The formal policy score was negatively correlated with the number of completers who were persons of color (-.5254), and positively correlated with both the percent of enrollment that was white (.5848) and the percent of all faculty that was white (.6409). These correlations suggest that the less demographically diverse SCDEs have at least recognized the need for policies on diversity.

None of the other several measures of student body composition, completer composition, or faculty composition were strongly correlated with the activity scores. There could be several reasons for the lack of relationship between activities designed to make the organization more multicultural and indicators of diversity. One reason might be that the activities aren't effective; another reason might be that they haven't had enough time to work. A limitation of this study was that we asked for data at one point in time. Therefore, we can not ascertain how long policies and activities have been in effect, nor whether they are a response to, or a cause of, the demographic composition of students, faculty, and staff.

For example, a respondent SCDE may have recently increased their recruitment, retention, and core activities in response to a perceived need for more diversity and equity. Their activity scores would be high, but their demographic diversity would be low. A second SCDE may have decided their faculty, student, and staff diversity was acceptable so no further recruitment, retention, or core activities were necessary. This second SCDE would have high demographic diversity and low activity scores. A third SCDE may have little diversity in its faculty, students, and staff, but little motivation to change. Its demographic diversity would be low and so would its activity scores. A fourth SCDE might be high on both diversity and activities, because our survey happened to catch them at a time when their activities had been in place long enough to make a difference in their numbers. This kind of a mix of situations would not produce high correlations between activities and diversity.

Finally, another reason for the lack of a relationship between our measures of activity and our measures of outcome may be that we did not

request data on some categories of targeted faculty and students, particularly, persons with disabilities and men or women in non-traditional fields. It may be that some SCDEs are having more success in these categories.

Stages in Multicultural Progress

In Table 10 each respondent SCDE's scores on recruitment activities, retention activities, and core activities were converted to a proportion of the possible points for that category. A "perfect" score in each category in Table 10 would be 1.0. Converting the scores to proportions enables comparison of the scores across categories.

The stages theory of multicultural development in an organization would suggest that a SCDE would first put organizational resources and attention into retention activities, followed by recruitment activities and then core activities. The data in Table 10 support the stages theory of multicultural development. The median total recruitment strategies score for all respondent SCDEs was highest at .805. The median total retention strategies score was .70 and the median total core activities score was lowest of the three, at .605. An examination of the table shows that 8 of the 16 respondent SCDEs fit a pattern in which their recruitment score was the highest, followed by their retention score, with their core activities score lowest.

These data are shown graphically in Figure 1. None of the SCDEs are in the "No Activity" stage, because all have some activity in all three categories: recruitment, retention and core activities. Eleven of the 16 respondent SCDEs fit a pattern of attention to recruitment before retention and retention before core activities. Of the five SCDEs that do not fit this pattern, one is in an historically black institution.

DISCUSSION

The demographics of the students, faculty, staff, and completers of programs in the SCDEs in our sample are disappointing in their lack of diversity. They are particularly disappointing, because the respondents represent many of the leaders in the teacher education reform movement. Taken as a group, the demographic statistics in this study look similar to those of all SCDEs, as well as to those of all higher education. Even though The Holmes Group has taken positions in favor of equity and diversity, the people in Holmes SCDEs are still not very diverse, when compared with the racial and ethnic make-up of the geographic regions they serve. The enrollments in only five of the 16 respondent SCDEs came close to mirroring the racial and ethnic makeup of the geographical region served, and two of those serve regions that are more than 90 percent white (see Table 1). One of the purposes of this study was to establish benchmark data on equity and diversity for SCDEs. As such, the data we collected indicate a strong need for improvement toward the ideal standard set by the Holmes ECR Panel.

Perhaps recognizing the need to improve, those SCDEs in our sample whose demographics were least diverse, were more likely to have adopted policy statements that clearly signal their intentions to become more diverse. There is some evidence, however, that they may face difficulty implementing those policies. Our data show a relationship between financial and organizational support and the level of equity and diversity activities. However, of 9 SCDEs who said they had budgets for multicultural goals, 5 said those budgets had been cut in the past two years. Nine SCDEs reported that they had external funding for equity projects. The challenge will be to continue equity and diversity activities when the external funding ends, and in the face of

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political controversies over multiculturalism and "quotas." The true test of multicultural transformation will come when the external supports are removed.

Those SCDEs in the sample whose demographics were most diverse tended to pay more attention to multicultural issues and activities in their research, teaching, and service, which is understandable. However, since the population of children in schools is becoming more diverse each year, it is imperative that SCDEs become more multicultural, even if their students are mostly white. It seems to us that SCDEs have an obligation to ensure that education professionals, regardless of their own race or ethnicity, will be able to work effectively in a multicultural setting.

Our data support the theory of the stages of development toward becoming a multicultural organization. The median scores suggest that our respondent SCDEs have attended to recruitment, retention, and multiculturalism in core activities in that order. Thus, the stages theory was useful in describing multicultural progress in SCDEs. However, the descriptive value of the stages concept is greater than its prescriptive value as a theory for what SCDEs ought to do. We believe the most successful SCDEs will pay attention to all three kinds of activities--recruitment, retention, and core activities--simultaneously. A commitment to multiculturalism in core activities will help recruitment and retention to be more successful, and at the same time, greater numbers of minority persons in an SCDE will make multicultural transformation more likely.

Our data show a relationship between diversity of the people in the SCDE and multiculturalism in core activities; however the data do not enable us to determine which came first. It seems likely that minority persons came first, bringing with them a dedication to more multicultural activities. But the

theory of multicultural organizations tells us that transforming the culture of the organization should lead to more diverse demographics. A supportive culture enables all persons to develop to their full potential; thus a multicultural organization will be more successful than a monocultural organization in recruiting and retaining a diverse group of people.

The key concept in thinking about becoming a multicultural organization is mutual adaptation, and that means that majority persons must change. Rather than thinking about how to help minority persons fit in, multicultural organizations help everyone change. In higher education, mutual adaptation forces a critical examination of standards by which we judge quality and excellence, to make sure they neither preclude nor excuse minorities from achieving success and excellence (Richardson & Skinner, 1991, pp. 7-8). This is why for an SCDE, becoming a multicultural organization means that the core activities of teaching, curriculum, research, and service must be transformed.

In order to achieve multicultural transformation of core activities, an SCDE must work toward mutual adaptation involving all faculty, staff, and students, so that the culture of the organization is changed throughout. Most of the respondent SCDEs reported that their efforts to encourage and assist faculty to be more multicultural in their research, service, and teaching were less than effective. This is an area in which The Holmes Group will be advised to provide more support to its members.

Based on feedback from respondents, we believe that the survey instrument we used will be helpful, with just a few refinements, to any SCDE that wishes to examine its own progress on equity and diversity goals. We hope The Holmes Group will work with other national organizations, such as the National Council on Accreditation of Teacher Education (NCATE) and the

American Association of Colleges of Teacher Education (AACTE), both of whom collect similar data, to help SCDEs monitor their progress on an on-going basis.

NOTES

1. The term "minority" means persons from minority cultures, even when their group may not be a numerical minority. The term "majority" is used here to refer to people raised in the dominant culture; again, a numerical majority is not necessarily present.

2. "Persons of color" in this document refers to those persons who consider themselves to be members of one of the following groups: Asian or Pacific Islanders, Latino or Hispanic, African American, or Native American/Alaskan Native.

3. We use "program completers," rather than "graduates," as an outcome measure, because this is standard in education school data. Students seeking credentials to become teachers and other educational professionals may or may not also receive degrees.

4. Full-time faculty are those that are assigned to the SCDE's payroll full-time. Part-time may include faculty who work only part time, faculty whose home unit is outside the SCDE but who teach education courses, clinical faculty who are employed primarily by a K-12 education system, and graduate assistants.

5. One of the SCDEs in our sample is an historically black institution. The ECR Panel's standard is not meant to apply to such institutions.

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EXHIBIT 1
ACTIVITY SCORES AND THEIR COMPONENTS

RECRUITMENT

Student Recruitment Strategy Score. Items included, for example, whether or not the respondent used advisory groups, community linkages, and alumni to help recruit students from targeted groups (see Table 5).

Faculty Recruitment Strategy Score. Components included items about procedures used in faculty searches, and whether data were kept about the pool of available candidates from targeted groups (see Table 6).

RETENTION

Student Data Monitoring Score. Points were given for each kind of data collected and ways they were used.

Student Retention Strategy Score. Points were given for using strategies such as encouraging faculty contact with students outside of class and encouraging participation in extracurricular activities (see Table 5).

Faculty Retention Strategy Score. Responses to items such as whether new faculty from targeted groups were assisted with lighter committee and teaching loads and support for research (see Table 7) made up this score.

CORE ACTIVITIES

Teaching Score. Ratings of the effectiveness of efforts such as helping faculty teach in a more pluralistic environment were included.

Curriculum Score. Responses to items about multicultural cohort groups, performance assessment, and required multicultural and bilingual courses made up this score.

Research Score. This score combined information about the number and funding of multicultural projects and the percent of faculty involved.

Service Score. Information about the amount of multicultural service activity and the percent of faculty involved made up this score.

EXHIBIT 1 (continued)

BUDGET/ORGANIZATION

Budget Score. The budget score included relative budget amounts designated for multicultural goals, whether these budgets had recently been cut, and student financial aid information.

Formal Policy Score. Respondents were asked to send formal policies on multiculturalism, diversity of faculty, racism, sexism and on staffing their Professional Development Schools (field sites). These were evaluated and scored.

Organization Score. Items in this category included which administrators are involved in searches.

COMBINED SCORES

Total Recruitment Strategy Score. The student and faculty recruitment strategy scores were added together to compute the total recruitment score.

Total Retention Strategy Score. The total retention score combined the student and faculty retention strategy scores with the student data monitoring score.

Total Core Activities Score. Teaching, curriculum, research and service scores were combined in this total score.

Combined Budget-Organization Score. This score was computed by adding the organization, policy and budget scores.

TABLE 1

PERCENT OF ENROLLMENT, COMPLETERS, FACULTY, STAFF AND POPULATION OF THE SERVICE REGION THAT IS WHITE, BY RESPONDENT SCDE

SCDE	A	B	C	D	E	F	G
% WHITE							
Region of Service	64	77.3	77.3	78.1	80	92.2	57.2
Enrollment in Edu	82.1	91.3	92.7	86.5	90.7	93.6	72.5
Completers	90.7	93.6	92.2	96.9	n.d.	96.2	74.6
Faculty Appointed Full Time in Edu	92.8	91.4	94.6	97.8	90	93.2	88.6
All Faculty[1]	92.7	72.7	92.6	87.1	91.7	93.9	81.5
Staff	78.9	93.1	84.4	96.6	92.5	84.9	59.4

[1] Includes part-time and graduate teaching assistants.

TABLE 1 (continued)

SCDE	H	I	J	K
% WHITE				
Region of Service	86	75.3	75.3	74.2
Enrollment in Edu	n.d.	88.1	74.9	27.7
Completers	n.d.	n.d.	77.4	42.1
Faculty Appointed Full Time in Edu	91.7	89.3	80.4	14.7
All Faculty (see note)	85.7	85.2	81.2	9.5
Staff	n.d.	90.7	95.5	14.7

TABLE 1 (continued)

SCDE	L	M	N	O	P
% WHITE					
Region of Service	78.7	81.9	69.1	81.4	94.6
Enrollment in Edu	94.5	87.2	n.d.	87.0	92.1
Completers	95.9	88.8	90.6	87.0	94.2
Faculty Appointed Full Time in Edu	93.6	89.3	91.1	61.9	93.3
All Faculty (see note)	93.6	90.3	86.2	88.4	95.5
Staff	87.3	91.2	76.6	42.9	92.0

TABLE 2

STUDENTS ENROLLED IN RESPONDENT SCDEs[1], BY RACE/ETHNICITY AND GENDER, 1992

RACE/ETHNICITY	MALE-N	PERCENT of M	PERCENT of GT	FEMALE-N	PERCENT OF F	PERCENT of GT	TOTAL
NATIVE AMERICAN /ALASKAN NATIVE	61	1.1	0.3	129	0.8	0.6	190
ASIAN/ PACIFIC ISLANDER	75	1.3	0.3	184	1.1	0.8	259
AFRICAN AMERICAN, NOT HISPANIC	466	8.3	2.2	1,192	7.4	5.5	1,658
LATINO OR HISPANIC	205	3.7	0.9	554	3.5	2.6	759
NONRESIDENT ALIEN	115	2.1	0.5	219	1.4	1.0	334
WHITE, NOT HISPANIC	4,654	83.1	21.5	13,733	85.5	63.4	18,387
ALL OTHER	23	0.4	0.1	46	0.3	0.2	69
TOTALS	5,599	100.0	25.9	16,057	100.0	74.1	21,656

[1] N of respondent SCDEs for this table is 14. Some respondents could not submit breakdowns. Some submitted breakdowns for part of their enrollment; these are included.

TABLE 2 (continued)

STUDENTS ENROLLED IN RESPONDENT SCDEs, BY RACE/ETHNICITY AND GENDER, 1992

RACE/ETHNICITY	TOTAL NUMBER	PERCENT
NATIVE AMERICAN /ALASKAN NATIVE	190	0.9
ASIAN/ PACIFIC ISLANDER	259	1.2
AFRICAN AMERICAN, NOT HISPANIC	1,658	7.7
LATINO OR HISPANIC	759	3.5
NONRESIDENT ALIEN	334	1.5
WHITE, NOT HISPANIC	18,387	84.9
ALL OTHER	69	0.3
TOTALS	21,656	100.0

TABLE 3

FACULTY APPOINTED FULL-TIME IN PROFESSIONAL EDUCATION IN RESPONDENT SCDEs,[1] BY RACE/ETHNICITY

RACE/ETHNICITY	TOTAL NUMBER	PERCENT
NATIVE AMERICAN /ALASKAN NATIVE	5	0.5
ASIAN/ PACIFIC ISLANDER	12	1.2
AFRICAN AMERICAN, NOT HISPANIC	82	7.9
LATINO OR HISPANIC	19	1.8
WHITE, NOT HISPANIC	920	88.5
ALL OTHER	1	0.1
TOTALS	1,039	100.0

[1] N of respondent SCDEs in this table is 16.

Table 4
COMPOSITION OF PROGRAM COMPLETERS IN RESPONDENT SCDEs WITH COMPARISON DATA

	Degrees Granted, 1990		Education Doctorates 1991 (U.S. Citizens, only)	Completers Respondent SCDEs[1] 1992
	Bachelor's	Master's		
White, not Hispanic	84.3%	78.1%	86.3%	88.0%
African American, not Hispanic	5.8	4.8	7.4	5.9
Latino or Hispanic	3.1	2.5	3.1	1.4
Asian American/Pacific Islanders	3.7	3.3	1.5	0.9
Native American/Alaskan Native	0.4	0.3	1.0	0.3
Nonresident Alien	2.6	11.0	--	1.5
Other	--	--	--	1.9
TOTAL	100%	100%	100%	99.9%

SOURCE OF COMPARISON DATA: Carter & Wilson (1992), pp. 53-54, 65.

[1] N for this table is 14.

TABLE 5
STUDENT RECRUITMENT AND RETENTION STRATEGIES

Recruitment Strategies	N of Respondents Using Strategy
Facilitating campus visits by targeted potential students	16
Targeting professionals in other fields who might be considering career changes	6
Linking with public schools, undergrad colleges, community agencies, etc., as sources of targeted potential students	16
Using your graduates from targeted populations to help recruit students	13
Using advisory groups(s) to help recruit targeted students	10
Other	6
Retention Strategies	
Conducting special retention programs for targeted students	13
Encouraging faculty-student contact outside of class	12
Expecting students to be involved in activities such as work-study, committee service, or leadership clubs, as part of their program	7
Other	6

TABLE 6
FACULTY SEARCH PROCEDURES

	N of Respondents Never---------Always				
	1	2	3	4	5
Review screening criteria in searches to insure that they do not preclude candidates from targeted populations			1		15
Begin each search with the assumption that this vacancy is an opportunity to improve the diversity of the faculty				2	14
Maintain data on the pool of available candidates from targeted populations		2	4	5	5
Hold positions open longer in order to aggressively seek out candidates from the targeted population	2	1	5	6	2
Review any particular search that ends in filling a position with someone not from a targeted population		1	5	4	6
Upgrade a position in order to bring a person from a targeted group in at a senior level (eg. with tenure)	1	4	6	5	

TABLE 7
FACULTY RECRUITMENT AND RETENTION STRATEGIES

Strategies	N of Respondents Using Strategy
Supporting new faculty from targeted groups with:	
research funds	15
reduced teaching load	14
mentoring	13
light committee load	5
Providing pre- or post-doctoral fellowships for persons from targeted populations	3
Conducting exit interviews with faculty who are members of targeted groups, when they leave the institution	9
Other	2

TABLE 8
TOTAL ACTIVITIES SCORES ON RECRUITMENT, RETENTION, CORE, AND BUDGET/ORGANIZATION, BY RESPONDENT SCDE

SCDE	Recruitment Strategies	Retention Strategies	Core Activities	Org'n /Budget
A	26	9	17	27
B	30	14	4	22
C	31	19	24	31
D	29	16	23	29
E	28	11	11	19
F	34	15	25	27
G	34	14	17	29
H	31	9	11	18
I	31	14	28	27
J	32	14	26	20
K	22	13	28	22
L	33	13	16	34
M	33	18	25	40
N	28	8	27	15
O	28	10	23	15
P	23	7	26	24
MAXIMUM POSSIBLE	38	20	39	42
MEDIAN	31	13.5	23.5	27

TABLE 9
SPEARMAN'S RANK ORDER CORRELATION COEFFICIENTS
FOR SELECTED EQUITY AND DIVERSITY MEASURES

Recruitment and Retention	
Student Recruitment Strategy Score - Student Retention Strategy Score	.7061*
Student Recruitment Strategy Score - Total Retention Strategy Score	.8424**
Total Recruitment Strategy Score - Faculty Retention Strategy Score	.6628*
Budget-Organization	
Combined Budget-Organization Score - Student Data Monitoring Score	.6279*
Combined Budget-Organization Score -Faculty Retention Strategy Score	.6435*
Combined Budget-Organization Score -Total Retention Strategy Score	.6540*
Students and Faculty of Color	
Number of Students of Color Enrolled -Completion Rate of Persons of Color	-.8324**
Number of Students of Color Enrolled -Number of Faculty of Color	.8572**

2-tailed probability: * p <.01 ** p <.001

TABLE 10
TOTAL ACTIVITIES SCORES ON RECRUITMENT, RETENTION, AND CORE, AS PROPORTION OF POSSIBLE, BY RESPONDENT SCDE

SCDE	Recruitment Strategies	Retention Strategies	Core Activities
A	.68	.45	.44
B	.79	.70	.10
C	.82	.95	.62
D	.76	.80	.59
E	.74	.55	.28
F	.89	.75	.64
G	.89	.70	.44
H	.82	.45	.28
I	.82	.70	.72
J	.84	.70	.67
K	.58	.65	.72
L	.87	.65	.41
M	.87	.90	.64
N	.74	.40	.69
O	.74	.50	.59
P	.61	.35	.67
MEDIAN	.805	.70	.605

FIGURE 1
PATTERNS OF MULTICULTURAL ACTIVITY IN RESPONDENT SCDEs

SCDE	SOME ACTIVITY IN ALL CATEGORIES	SCORES AT OR ABOVE MEDIAN		
		RECRUIT	RETAIN	CORE
A	XXXXX			
E	XXXXX			
O	XXXXX			
H	XXXXXXXXXXXXXXXXXXXX			
L	XXXXXXXXXXXXXXXXXXXX			
G	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX			
C	XXXXXXXXXXXXXXXXXXXX